4. Mrs. Graves suggested that all elementary mathematics should be taught after the fashion of the old spelling bee.

5. The problem considered by Mr. McNatt was to find the radius of the sphere which displaces the maximum amount of water contained in a conical vessel.

6. Mr. Dostal reviewed recent developments in the applications of the hyperbolic functions to loaded and balanced telephone lines and cables, and to power transmission lines.

7. This paper dealt with the subject matter, fundamental concepts and elementary principles of plane geometry. Mr. Fitch pointed out the relation of these concepts to those of higher mathematics and their use in other subjects.

8. Professor Fitterer showed that the hyper-tan curve, $y = a \tanh bx + c$, closely graphs population data. Its use in municipal and state problems involving probable future growth constituted an important application.

G. H. LIGHT, *Secretary-Treasurer.*

ORGANIZATION MEETING OF THE SOUTHEASTERN SECTION.

On April 29, 1922, mathematicians of the Southeastern States met in the Main Building of Georgia School of Technology, Atlanta, Georgia. There were sixty-three present at the meeting, of which number the following fifteen are members of the Association:

D. F. Barrow, J. B. Coleman, T. R. Eagles, Floyd Field, Tomlinson Fort, Miss Leslie Gaylord, J. F. Messick, A. B. Morton, M. T. Peed, W. W. Rankin, Jr., H. A. Robinson, Douglas Rumble, W. V. Skiles, D. M. Smith, R. P. Stephens.

At the business meeting it was decided to present a petition to the Trustees of the Association asking permission to form a Southeastern Section of the Association, to include the following states: Alabama, Florida, Georgia, North Carolina, South Carolina, and Tennessee. After the program all present were entertained at lunch by Georgia School of Technology.

The officers elected are Professor FLOYD FIELD, Georgia School of Technology, Chairman; Professor R. P. STEPHENS, University of Georgia, Vice-Chairman; Professor W. W. RANKIN, JR., Agnes Scott College, Secretary-Treasurer. The Program Committee is composed of Professor W. W. Rankin, Jr., Chairman, Professor J. B. Coleman, University of South Carolina, and Professor Tomlinson Fort, University of Alabama.

The following program was carried out, abstracts being given with numbers to correspond to those of the program:

(1) "Some possibilities of the slide rule" by Professor D. M. SMITH;

(2) "Marking systems at the University of Georgia" by Professor D. F. BARROW;

(3) "Zero and infinity in elementary mathematics" by Professor J. F. MESSICK;

(4) "History of mathematics" (illustrated with slides) by Professor W. W. RANKIN, JR;

(5) "Einstein theory of relativity" by Professor W. S. NELMS, Emory University (by invitation).

1. In the first section of Professor Smith's paper it was shown that the theory of all fundamental operations of the slide rule flows directly from the definition of the logarithmic scale and from the fact that three units of length are used. The second section discussed the formulation of working rules for the solution of difficult problems when the student is unfamiliar with logarithms. The final section was devoted to certain advanced topics, including the solution of triangles, a type of engineering problem in maxima and minima, and solutions of the quadratic and cubic.

2. Dr. Barrow outlined the history of the marking systems used at the University of Georgia. He then exhibited some data, collected with the help of Mr. A. H. Stevens, which showed the variability of individual instructors in their distribution of high and low grades, and compared them with the distribution for the whole faculty.

3. Professor Messick's paper dealt primarily with the expressions $0/n$, $n/0$, ∞/n, n/∞, and the difficulties of teaching these to freshmen, with their meager knowledge of limits, and the subsequent troubles with the trigonometric functions. It attempted to show that the algebras could and should, by elementary methods, include a discussion of the infinite roots of the quadratic equation along with that of the zero roots. It was pointed out that otherwise some of the problems of analytics, particularly that of finding the asymptotes of the hyperbola, could not be intelligently comprehended by the student.

4. Professor Rankin pointed out that in some peculiar way the mathematicians have allowed an acquaintance with Cæsar, Homer, and Shakespear to count for culture and at the same time have permitted a knowledge of the work of Pythagoras, Euclid, Archimedes, and Newton to be regarded as sordid and commonplace. The failure of the mathematician to appreciate his forefathers has lost almost completely some of the outstanding men, such as Archimedes and Newton, both of whom are generally thought of as physicists, whereas they were also the greatest mathematicians of their day. The mathematician who forgets Thales, Pythagoras, Euclid, Archimedes, Diophantus, Apollonius, Cavalieri, Pascal, Fermat, Descartes, Napier, Newton, Leibnitz, the Bernoullis, Cauchy, and Gauss is no more worthy of the heritage that they have left him than the American who forgets Washington, Jefferson, Lee, Roosevelt, and Wilson.

5. Professor Nelms discussed Einstein's Relativity from the standpoint of a system of mathematics rather than from the idea of a theory of the physical universe. Several postulates were stated, which may be taken as the fundamentals or axioms of the system. An outline was given showing how these postulates would lead to the well-known deductions from the theory: world lines, variable space and time units, etc. Why the velocity of light is to be considered the maximum velocity of the physical universe was discussed from the physical and the Lorentzian transformation equation standpoints.

W. W. RANKIN, JR., *Secretary-Treasurer.*